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ABSTRACT

This booklet is the product of a conference of the American Association of Health, Physical Education, and Recreation, the purpose of which was to revise professional preparation guidelines in dance, physical education, recreation education, and health and safety education. This report includes sections on physical education and coaching and on aquatics. The physical education section includes guidelines for the professional education of coaches, athletic trainers, and physical therapists. The section on aquatics includes standards for the preparation of instructors of swimming, diving, synchronized swimming, competitive swimming, and lifeguarding. It also includes guidelines for the aquatics facility manager and the aquatics administrator. (HMD)

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PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION AND COACHING

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FOREWORD

The 1962 National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation not only produced guidelines for teacher education programs, but also formed the Professional Preparation Panel to implement the guidelines and give attention to improving existing programs. One of the panel's responsibilities was to review the guidelines constantly and keep them current. Because many new developments took place in teacher education during the 1960s, the panel recommended in the Fall of 1967 that the guidelines which appeared in the 1962 Conference Report be revised. It was hoped that the revision could be accomplished by task forces established within each of AAHPER's eight divisions, but the revisions were so extensive that it was necessary to schedule another national conference to restudy the entire teacher preparation procedure.

A committee of division and panel members was established to plan and conduct the conference. Each division appointed a member to serve on the planning committee and the panel designated one of its members to serve as the chairman. Coordinating the efforts to secure approval of the conference by the eight divisions and providing a time schedule for needed pre-conference task force work proved to be a major task. It was not accomplished until the fall of 1971 when final approval was given by AAHPER's Board of Directors and the eight divisions, and the committee was directed to proceed with the conference. In 1972 the pre-conference work was completed and materials were mailed to the preregistered delegates as working papers for the conference. During the planning and working period that preceded the conference many members were involved and they, together with the 500 members who registered at the New Orleans Conference, represent a major membership involvement in an important Association program. This publication is an extract from *Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and Health Education* (AAHPER, 1974), which is the final product of their work.

George Anderson
Associate Executive Secretary
AAHPER

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PHYSICAL EDUCATION

INTRODUCTION

The need for guidelines for professional preparation in physical education is apparent. That such guidelines should be constructed by professionals who are active practitioners and theorists is imminently desirable. The AAHPER sponsorship of the Professional Preparation Conference of 1973 endeavored to utilize the thinking of active professionals who had indicated a desire for input. The Introduction to this document succinctly presents the rationale, philosophy, objectives, organization and conduct of the conference. Special Task Force papers on articulation, interrelationship, certification, auxiliary personnel and aquatics are included in the Appendix of this report.

It must be emphasized that this report is but one approach to undergraduate professional preparation in physical education. It does not represent the only way. The document provides guidelines for planning a sound professional preparation program in physical education with an emphasis on the learning-teaching components — nothing more. The document is not to be used in total as a basis for certification and it is certainly not meant to be used as the evaluating instrument in certification. Each institution must develop its own professional preparation program and is responsible for its own evaluative criteria. The document is a report of the careful thinking of many people. It is a document formulated by a carefully selected small group, critically examined and revised by over 400 people assigned to sections of the report, refined by 12 elected representatives of the examining group, and thoroughly reviewed by highly competent experts in the areas of professional preparation in physical education.

This document, then, is merely a first step on the long road to providing guidelines for professional preparation. Evaluative techniques still need to be conceptualized, devised, examined, refined and reviewed. In Part I the document concerns itself with professional preparation for physical education; Part II is concerned with professional preparation for specialized interests in athletics and therapeutics.

Much still needs to be done with regard to promulgating guidelines and standards for sound professional preparation in physical education. Alternate formats including nonteaching majors need to be considered, additional concepts must be suggested, competencies need to be extended. The establishment of professional preparation guidelines is a continual, mutating operation and concern of both

practitioner and theorist. Each report or document presented is one more step along the road leading to professional competency and disciplinary excellence. Here, then, is a beginning.

Celeste Ulrich
Past Vice-President
Physical Education Division of AAHPER

PART I
PROFESSIONAL EDUCATION FOR PHYSICAL EDUCATION

INTRODUCTION

The concept of the discipline of human movement upon which this document is based involves the specific treatment of understandings and knowledges about man as a moving entity. The knowledges and understandings in the discipline are derived from all areas where movement is germane. The structure of the knowledges within the discipline involves research and application of the meaning and significance of movement as reflected in the sociocultural, historical, and philosophical aspects of movement; the growth and development of the individual; the physical, biological and behavioral factors influencing movement.

The term *physical education* is regarded by many as synonomous with human movement. Others view physical education as being an important part of the discipline but not encompassing the entire domain of human movement. Still others reject the notion that any change in terminology or focus should occur, preferring to remain solely within a well-established context. The controversy has brought forth many suggestions for name changes. Some represent diverse interests, others restrict their focus to singular interests.

As many persons have contributed to the compilation of this document, it therefore reflects a broad position attempting to represent the area of study and professional preparation traditionally called physical education.

Physical education may be included as an integral part of the theory and practice of human movement. The physical educator not only utilizes the knowledge within the discipline of human movement but also significantly contributes to the knowledge of human movement.

The physical educator must have an understanding of the meaning and significance of movement, the growth and development of the individual and the application of physical, biological and behavioral sciences to assist individuals in reaching awareness of self and others. Physical education through the medium of play, games, dance and sport can provide an opportunity for students to better understand how and why man moves as well as the consequences of his movement. Although the terms play, games, dance and sport are used throughout this report in the interests of continuity, efficient movement for daily living and the joy that is inherent in all the varieties of human movement are meant to be included as a part of this medium.

The approach taken by the Task Force in compiling the initial working paper and that used by the conferees at the Professional Preparation Conference at New Orleans was to discuss, react and synthesize the various philosophies and beliefs held by physical educators. The basic premise that guided this was that competencies can be identified, and human movement can be studied through the conceptual approach. This approach uses the concept as the organizing idea from which possible competencies and experiences are derived.

The major responsibility of institutions preparing teachers is to design and provide varied experiences which will enable individuals to develop the competencies of the kinds listed on the pages that follow. Although these concepts and competencies have been carefully developed by the many individuals involved, this

list is not meant to be restrictive. Also, it may be highly desirable to identify a basic core of competencies or a level within several groups of competencies which all students should acquire. In any case, each student must develop a particular combination of competencies based on background capabilities, needs, and motivations. The clues to success seem to lie in a combination of traits that are peculiar to the individual and the teaching situation.

No institution can expect all its graduates to develop the same kind of competencies even though they have the benefit of similar experiences. Even in cases where individuals possess the same initial skills, they will not develop competencies at the same rate nor to the same degree.

The most successful professional preparation institutions will be those that assess the capabilities of incoming students and build upon the abilities possessed by the student at the time of entry. The experiences selected by or for an individual must result in an expansion or extension of existing abilities. The breadth and depth of opportunities available will play a large part in the overall quality of the final product.

The local school and community should identify those individuals whose combinations of competencies provide the "best fit" for that community and who have graduated from an accredited professional preparation institution and are certified to teach physical education. Each community will have different needs in terms of its teachers based on many variables. While a concept of "best fit" indicates a certain compatibility between teacher and community, it does not suggest a simple maintenance of status quo. Producers of teachers and consumers of education must work together to their mutual satisfaction.

Institutions must provide preservice experiences that will encourage beginning teachers to develop flexibility, creativity, and the ability to diagnose and prescribe for problems. Local schools must then utilize in-service training experiences that will assist the beginning teacher to become a fully effective influence in the lives of the children of that community. A college degree is not the end of education but rather the beginning of a professional life with ongoing educational experiences. Although a degree marks the achievement of certain competencies at certain levels, it should not be regarded as final at any level.

The reader's attention is directed to the Aquatics Council's paper in this book and to the following AAHPER documents pertaining to professional preparation of the elementary school physical education specialist:

- *Professional Preparation of the Elementary School Physical Education Teacher*
- *Preparing the Elementary Specialist: Proceedings of the Lake of the Ozarks Conference.*

GENERAL EDUCATION

It is assumed that the prospective teacher in physical education will have the same general studies background as any other person in a teacher preparation program.

MEANING AND SIGNIFICANCE

Throughout the history of civilization, people have sought and used many avenues to find meaning and significance within the context of their culture. Human movement has been one of these means with play, games, dance and sport serving as symbolic formulations of ideas and reflecting man's needs. Each society has developed its own cultural variations and each individual within the society has his own personal philosophy, life style and needs. The question of why man moves and plays is therefore related to his culture and yet remains unique to the individual.

The study of human movement includes the students' individual concerns for meaning and significance through physical activity. The historical perspective and cultural context of movement provide the means by which problems and future directions may be understood. This, then, also relates to the society at large within which the physical educator will operate. Philosophy is a field of inquiry that attempts to help man evaluate his relationship to the universe through familiarity with the process of discovery and inquiry. The student should be able to develop a procedure for examining and establishing a value continuum.

Sociocultural Sub-Area

Play, games, dance and sport belong with the arts of humanity. Because they are a fundamental form of human expression, such activities have formed a basic part of all cultures, including all social groups and all historical ages. Movement experiences help individuals to understand their culture and other cultures. Sport reflects and affects society. Sport is an element of culture: a microcosm of society.

Concepts*	Competencies*
Play, games, dance and sport are fundamental forms of human expression.	1. Interpret modes of expression as they influence play, games, dance and sport. 2. Distinguish and identify variations in modes of expression as they occur in play, games, dance and sport.
Play, games, dance and sport are elements of all cultures.	1. Identify cultural elements. 2. Identify the nature of social institutions and the reciprocal influences of play, games, dance and sport and other cultural elements, such as politics and economics. 3. Describe cultural influence upon developmental patterns of play, games, dance and sport.
Play, games, dance and sport reflect society.	1. Identify, describe and interpret theories of play.

*The concepts and competencies as listed are not meant to be all-inclusive.

	2. Identify, describe, and interpret theories of play as they are reflected in practice, in play, games, dance and sport. 3. Identify work ethics and their influence on play, games, dance and sport in America. 4. Describe and interpret the influence of sub-cultures (ethnic, racial, socioeconomic, etc.) on play, games, dance and sport.
Societal change may be brought about through play, games, dance, and sport.	1. Explain how social forces operate to bring about change. 2. Explain how play, games, dance and sport may be utilized to facilitate change. 3. Predict the possible social change which may be brought about through play, games, dance and sport.
Cultural values are transmitted through play, games, dance and sport.	Identify, describe, and evaluate the role, background, and expectations of social behavior demonstrating values and ethnics of society, e.g., sportsmanship, fair play, codes of etiquette.
Physical education is a media for transmitting play, games, dance and sport.	Identify current practices and trends in play, games, dance and sport.
Socialization takes place through play, games, dance and sport.	1. Identify the nature and interpret the role and importance of socialization. 2. Describe how socialization takes place through play, games, dance and sport.
Social values, practices and attitudes are constantly changing.	1. Identify recent findings in sociology and social psychology and relate these to play, games, dance and sport. 2. Describe and interpret the process by which social attitudes are changed and relate these processes in play, games, dance and sport settings. 3. Identify and interpret changing social practices as these affect practices in play, games, dance and sport settings.

Group movement experiences involve competitive and cooperative processes which may resolve or intensify social problems.	1. Identify and evaluate the problems which arise in cooperation and competition in group movement experiences. 2. Demonstrate and evaluate various roles in group movement activities — e.g., facilitator, blocker, information source, recorder.

Philosophical Sub-Area

Philosophy is a field of inquiry that attempts to help man evaluate his relationship to the universe through familiarity with the process of discovery and inquiry. The student should identify and gain a working knowledge of essential elements necessary to the process of philosophic inquiry and discovery in relation to play, games, dance and sport. The interaction and interrelationship of self-identity and classical system of thought establishes a framework for developing and understanding a position for action.

Concepts	Competencies
Human movement has meaning which may be examined through philosophic inquiry.	1. Identify philosophic systems of thought and their relationship to human movement. 2. Describe the processes of inquiry and apply to human movement. 3. Formulate a personal philosophy of human movement.
Play, games, dance and sport afford opportunity for man to inquire and discover his own nature.	Identify ways that persons realize and express individuality and uniqueness through play, games, dance and sport.
Play, games, dance and sport afford opportunity for man to inquire into and discover the nature of the relationship between himself and others.	Identify one's human condition which makes him similar to other human beings, leading to the development of a rationale for interdependence.
Human movement reflects the nature of the universe.	Identify and discuss the theories concerning the nature of the universe as they relate to play, games, dance and sport.
The individual is a co-participator, co-controller and co-creator of both the self and the universe within which he exists.	Compare the relationships between man and the universe through his play, games, dance and sport.
Behaviors reflect philosophical attitudes.	1. Identify several types of behaviors exhibited in play, games, dance and sport in contemporary societies.

	2. Identify the need for human individuality and worth in relation to societal need and requirements as expressed in play, games, dance and sport.

Historical Sub-Area

Knowledge of man's heritage facilitates enriched understandings and meanings in contemporary culture, including understanding the perspective of time and place as well as values attributed to physical activity. This knowledge should also include the historical development of play, games, dance, sport and physical education as a profession.

Concepts	Competencies
The development of play, games, dance, sport and physical education closely parallels the historical development of man.	1. Identify and interpret the importance of historical influences. 2. Relate the events and ideas of the history of human movement to society. 3. Identify and interpret the development of play, games, dance and sport in the American culture.
Understanding man's historical involvement with play, games, dance and sport affords the individual dimensions for acquiring meaning and better understanding of man's past.	1. Identify the origin and development of significant forms of play, games, dance and sport evolving from the past. 2. Identify the purposes that the various forms of play, games, dance and sport served in past cultures.
An understanding of contemporary forms of play, games, dance and sport is influenced through knowledge of significant forms of human movement growing from past cultures.	1. Identify the social, political, economic, philosophical and religious conditions in past cultures which have influenced forms and purposes of contemporary play, games, dance and sport. 2. Relate past forms, purposes and cultural conditions to present-day conceptions of play, games, dance and sport. 3. Identify significant persons, institutions and events which contributed to the evolvement of present-day play, games, dance and sport.

Play, games, dance and sport have each had a historical development. Physical education has developed as a profession and is intimately related to the development of play, games, dance and sport.	Trace and relate the relationship of the development of play, games, dance, sport and physical education.

GROWTH AND DEVELOPMENT

In all aspects of human growth there are sequential and developmental phases which can be identified. While physical and motor development accrue within the context of total growth and development, the human being grows as a matrix of the psychomotor, affective and cognitive domains, with a wide variation within each chronological age group. For optimum development, a child must have the opportunity to learn and practice in those domains which enable him to interact with an ever-changing environment.

Concepts	Competencies
The human is a constantly developing organism with maturation and degeneration following a predictable sequence	1. Identify patterns of growth and development and interpret their effect on behavior. 2. Identify the effects of maturation and degeneration on various developmental indices and patterns. 3. Assess physical, mental, emotional and social behavior of children in relation to sex and maturation levels. 4. Assess motor development.
Holistic development is influenced by matrixed interaction of the psychomotor, affective and cognitive domains within each individual; however, the psychomotor domain assumes great importance in early development.	1. Identify the relationships between sensory, perceptual and motor development. 2. Assess the physical, mental, emotional and social development of individuals in relation to maturational patterns.
Human development influences and is influenced by movement.	1. Identify the role of the various systems (muscular, skeletal, nervous, etc.) as they are specifically related to movement. 2. Identify and utilize the particular patterns of growth and development, both physical and psychological, in determining appropriate competitive and cooperative movement experiences at different age and skill levels.

	3. Identify the positive and deleterious influences of movement on growth and development.
Children exhibit wide variations in development because of genetic and environmental influences.	1. Identify factors that contribute to the uniqueness of each individual as well as likenesses among individuals and utilize these factors in developing movement experiences. 2. Identify and interpret hereditary, societal and environmental factors that influence human movement. 3. Identify, assess and compare variation in physical attributes (stature, body build, shape, rate of growth) of persons of the same chronological age. 4. Identify and compare various theories of perceptual motor function and dysfunction.
Theories and knowledges of human growth and development influence curricular and instructional decisions.	Select and utilize a variety of progressive activities with reference to the general structural functional growth factors.
Acceptance of human behavior is dependent on understanding of individual differences.	1. Guide children in the exploration of their talents. 2. Identify behaviors which help children to understand and accept differences in each other.

INTRODUCTION TO SCIENCES

Scientific knowledge of how man moves and functions is derived from a variety of sources. Basic to an understanding of movement is knowledge of the development, structure and function of the systems of the human body and of the interaction of all systems in effective behavior. Findings, theories and tools from the fields of psychology, sociology, physiology, anatomy, neuroanatomy, neurophysiology, biochemistry, physics and mathematics contribute to the study of man's being.

The field of physical education contributes to and enhances the knowledge concerned with man as a moving entity. Physical education teachers must draw on knowledge from various basic disciplines as well as utilize experimentation and invention within their own field in order to better understand the problems related to fitness, skill acquisition and stress.

Physical and Biological Sciences Sub-Area

Human movement can be understood by application of the laws which govern the universe. Performance may be enhanced through application of knowledge of

mechanical laws and understanding of man's response to stress on various biological systems. Within hereditary limitations the human body can be modified and/or shaped through the effects of movement.

Concepts	Competencies
Physical and biological scientific knowledge about human movement is derived from a variety of disciplines.	1. Identify the concepts in the fields which contribute information to human movement knowledge and theories. 2. Interrelate the contributions from fields which provide information on knowledge and theories of human movement. 3. Evaluate the contribution physical education makes to scientific knowledge and human movement theories. 4. Contrast and evaluate contributions of physical education with the contributions made by cognate fields to human movement knowledge and theories.
The structure of the human body enhances and delimits movement.	1. Describe the structure of the systems of the human body. 2. Identify the influence and restrictions on movement potential inherent in this strucutre.
Human movement is dependent upon biochemical and physiological dynamics within the human body.	Identify and describe accurately both as they occur at rest and during exercise: the basic metabolic processes; the principles of gas exchange betwen the body and its environment and among the various body compartments; the dynamics of circulation; the dynamics of muscular contraction; and the relationship of nutrition to physical performance.
Human response to exercise varies with the level of physiological conditioning and the environment within which the exercise is undertaken.	Interpret the basic physiological responses to exercise as they are affected by hot, cold, altitude, water environments and chronic exercise.
The human body is equipped with biological control systems which regulate the basic responses to exercise.	1. Explain the theory and principles of positive and negative feedback in control systems. 2. Identify the ranges and limits of displacement of homeostasis within human physiological systems.

	3. List and explain aspects of biological control of homeostasis within the human organism.
The intricate relationship existing between the nervous system and the muscular system plays a significant role in learning and performing movement skills.	1. Describe the structural and functional relationship between the nervous and muscular systems. 2. Describe the role of kinesthetic feedback in the successful performance of a movement skill. 3. Identify movement experiences which will encourage development of adequate perceptual-motor skills and understanding of self. 4. Identify neuromuscular and neurophysiological mechanisms whose functions provide guidance in selecting learning experiences and practice procedures.
Human movement is governed by the laws of mechanics.	1. Analyze a skill by observing, describing and quantifying displacement, velocity and acceleration of movement. 2. Determine the effect of gravity upon the body and upon objects as they move through space. 3. Distinguish between the types of motion and the paths an object may follow within each type of motion. 4. Determine the force requirements for moving objects and the mechanical laws regarding force application. 5. Determine the optimal sequences of movement from the performance of selected movement skills.
The form and effectiveness of movements are affected by the interrelationships of anatomical, physiological, mechanical, developmental and environmental factors.	1. Trace the developmental changes in structure and physiological processes and analyze their effects on movement. 2. Synthesize knowledges from scientific areas in order to recognize aspects of movement which do not adhere to singular principles and determine the cause of these deviations. 3. Detect deviations in movement characteristic of diagnosed medical conditions relevant to physical activity.

Movement may cause debilitation.	1. Utilize appropriate procedures in the prevention and care of injuries generally associated with physical activity. 2. Render first aid within the limitations of responsibility to the student and to the physician. 3. Conduct a program of rehabilitation under the supervision of the physician. 4. Identify and utilize proper conditioning procedures for each activity. 5. Identify and utilize approved and safe playing and protective equipment. 6. Identify and apply safety factors in facility utilization. 7. Develop and utilize an adequate system of accident reporting and follow-up procedure.
Knowledge of movement is improved by the use of descriptive and analytical techniques.	1. Identify and utilize vocabularies of movement description. 2. Utilize techniques for anlayzing movement. 3. Communicate the results of the analysis of movements.
Knowledge of movement is enhanced through understanding and use of evaluative techniques.	1. Describe the various criteria used to evaluate movement. 2. Analyze the variations possible within the limitations prescribed by the criteria. 3. Utilize appropriate tools and measuring devices in evaluating movement.
Human variability increases the complexity of movement analysis.	1. Identify and evaluate individual capabilities in the performance of learned movement patterns. 2. Identify deviant human structural and functional characteristics and design approaches for accommodation.

Behavioral Science Sub-Area

Man, a complex organism, exhibits various patterns of behavior, many of which are predictable and can be modified. Behavior exhibited in the learning of skills and physical performance relates to psychological and sociological concepts and can be studied in relation to the specific demands of physical education.

The behavioral scientific area is defined as those knowledges and principles concerned with the psychosocial elements as they apply in the acquisition and performance of complex movement.

Concepts	Competencies
Learning is explained in terms of theoretical constructs.	1. Identify the theoretical structures which explain learning. 2. Explain how the execution of a skilled movement pattern involves the correct processing of information. 3. Relate learning theories to the skill learning process.
Skill learning refers to a change in behavior which is demonstrated by effect or action.	1. Describe various levels of skill proficiency. 2. Evaluate various levels of skill proficiency.
The goal of a movement task guides the overall behavior pattern.	1. State goals involved in skill patterns. 2. Relate goals to performance plans.
Skilled movements involve the effective interplay of response mechanisms.	Explain the mechanisms involved in executing a skilled response.
Factors that affect learning and performance in turn have an effect on the psychosocial integrity of the performer.	1. Identify the relationship of personality characteristics and participation in physical activity. 2. Explain how individuals use movement experiences to fulfill psychosocial needs.
Feedback is an important variable affecting learning and performance.	1. Explain the nature of feedback. 2. Differentiate among the various types of feedback. 3. Explain the purpose of feedback.
Motivation affects learning and performance.	Identify and utilize theories in motivation as it affects learning and performance.
There may be different learning for beginning and highly skilled performers.	Identify those principles of learning that may be differentially applied to various stages of learning.
Stress, anxiety and frustration increase levels of arousal leading to aggressive behavior.	1. Analyze the role of stress, anxiety and frustration in learning situations. 2. Apply theories of aggression to explain agressive behavior.
Group and individual conflicts may arise from physical activities.	1. Identify the nature of conflict as it occurs in the individual or the group. 2. Identify psychosocial situations which may induce individual or group conflict. 3. Analyze various means by which conflict may be utilized or resolved.

RESEARCH FOUNDATIONS

Research is basic to any discipline or profession. Research should be an integral part of all appropriate content, methods and field experiences during the undergraduate professional preparation program. Competencies should center around the reading, interpreting and applying of basic research findings and the initiation of scientific inquiry into problem solving.

Concepts	Competencies
Scientific method is essential to effective problem solving in research.	1. Identify the basic principles and values of the scientific method and differentiate from other processes used to make decisions and solve problems. 2. Identify similarities and differences among basic research methods.
Appropriate research design and careful collection of data are critical for meaningful results and interpretation of research findings.	Select appropriate research designs and methods of data collection.
Familiarization with research resource materials is indispensable to optimal professional growth.	Identify, locate and utilize appropriate research resource materials.
Basic statistical methods are necessary for meaningful analysis of certain kinds of data.	Identify and utilize basic statistical methods.
Problem solving implies logical, sequential processing of data.	Complete and report on a small independent research project.
Application of research findings leads to more effective professional endeavors.	Read and comprehend selected research reports related to physical education and apply selected research findings to practice in physical education and/or athletics.

DEVELOPMENT OF PERSONAL PERFORMANCE COMPETENCIES

The physical educator's prime consideration is the utilization of knowledge within the discipline of human movement to aid people in realizing their personal potential. The physical educator must develop the personal performance competencies to assist individuals to achieve their developmental objectives through the medium of play, games, dance and sport. Developmental and creative patterns can provide an opportunity for students to better understand how and why man moves as well as the consequences of his movement.

Concepts	Competencies
The ability to move effectively is a desirable attribute for a successful physical education teacher.	1. Develop individual basic locomotor, axial and manipulative movement patterns to the extent that they are performed easily and without cognitive awareness of the performance. 2. Identify the personal satisfactions of movement involvement for self and others.
An optimal level of fitness is a desirable attribute of a successful physical education teacher.	1. Develop an optimal level of physical fitness. 2. Participate in physical fitness activities and describe the resultant feelings. 3. Demonstrate composure under normal conditions of stress and relate to other aspects of psychosocial fitness.
An understanding of the cognitive, affective and psychomotor dimensions of the skills involved in various activities is necessary for effective teaching.	1. Identify and analyze cognitive, affective and psychomotor dimensions of skills in a wide variety of activities. 2. Utilize these principles and concepts in helping others develop their skills.
Physical skill in a variety of motor activities is essential for a successful physical education teacher.	1. Develop a level of skill adequate for demonstration purposes at the beginning or intermediate level in several areas of motor activities. 2. Pursue a high level of skill in one or more of the organized activity areas.
In order to be effective the teacher must possess certain knowledges.	1. Identify and interpret the established rules and strategies of sports activities. 2. Identify and interpret the basic form of music structure and rhythm as used in activity programs. 3. Identify safety factors and controls. 4. Identify cultural factors expressed in movement patterns. 5. Indentify and interpret sensory input involved in movement patterns.
Creativity is a desirable attribute for an effective teacher.	1. Create movement sequences utilizing basic components of movement. 2. Create game strategies for various individual, dual and team sports.

	3. Choreograph routines done to music and/or rhythmic instruments in gymnastics, synchronized swimming, exercise and dance. 4. Choreograph compositions in dance or aquatic art. 5. Select materials to present to students which will make discovery an exciting and enjoyable experience. 6. Present material selected in a variety of unusual or innovative ways. 7. Create, modify, or combine games and activities at different age levels. 8. Demonstrate a creative two-way integration of sport and physical education with the expressive and communicative arts. 9. Identify the connection between personal freedom and responsibility which allows for unrestricted creative expression.
Learning environments which foster creativity are essential to the principles of humanistic education.	1. Articulate the nature of and need for creativity in movement. 2. Motivate others in the development of creative movement behavior. 3. Provide experiences in which achievement is not hindered by fear of failure or success.

MODES FACILITATING LEARNING

The purpose of education is to insure that the student learns. When constructive learning takes place the successful achievement of educational objectives has occurred.

The manner in which a child learns is currently in such review that no discussion of methodology for the 1970's can take place until certain concepts and trends have been discussed.

I. The Divergence in Modes and Models Facilitating Learning

With the expanding curriculum and commensurate focus on Humanistic Education the emphasis in the 1970's is divergent in nature:

A. Traditional Emphasis
   1. Teacher giving – children receiving
   2. Teacher controlled tests and evaluation
   3. Teacher prepared curricula
   4. Students behave through massed response

B. Continued Development
   1. Associationist learning concepts (e.g., programmed instruction)
   2. Holistic teacher learning
      Based upon changes in the immediate and total environment (e.g., games)
   3. Cybernetics
      Information is processed logically through varied amounts and quality of feedback (e.g., computerized instruction)

C. Humanistic Education
   1. Child given certain decision-making powers
   2. Total environment involved in learning process
   3. Curriculum and evaluation based on student input; his needs and interests.

II. **The Centering of Emphasis Away from Past Myths**

The focus is the development of positive attitudes developed personally in the learner leading to regular exercise and proper organic functioning and away from the myth that physical fitness can be attained and maintained through physical activity classes alone.

The emphasis is toward the provision for early childhood initiative in the development of simple concepts and habits, which will set the stage for more mature levels of comprehension and analysis at later stages of the child's growth. This is in direct opposition to the myth that the early child is so immature that learning is a passive process.

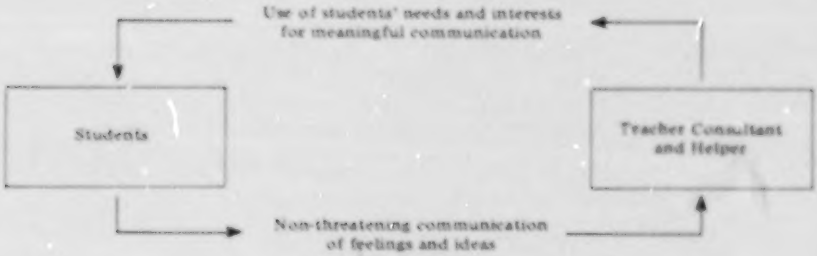
III. **The Growing Technocracy in Education**

The use of computers, audiovisual equipment and increasingly sophisticated learning laboratories have facilitated the learning process. Mechanical devices have become more convenient through continual refinement and improvement, and much more accessible through the training of operators, technicians and maintenance personnel.

IV. **Recognition of the Need to Personalize or Maintain Humanism in Education as the School Becomes More Mechanized**

Humanistic education has arisen because educators are fearful that automation will produce automatons.

A Goal Sharing Concept — The Interaction Process



Concepts	Competencies
Communication and perception are requisites for teaching and learning.	1. Identify and utilize various modes and models of communication. 2. Utilize various types of instructional media and analyze their effectiveness. 3. Demonstrate skills of presentation, probing and accepting student ideas.
The teacher and student communicate with each other through personal behavioral characteristics.	1. Identify verbal and non-verbal behaviors designed to promote two-way communication. 2. Identify barriers which prevent communication between the teacher and student. 3. Differentiate various models of communication which focus on personal behavioral characteristics.
Task analysis facilitates decisions on type and intensity of communication models.	1. Classify various movement patterns into logical, workable taxonomies. 2. Construct and utilize checklists and rating scales outlining the fundamentals of selected movement patterns. 3. Select and analyze movements by beginners and compare with movements exhibited by skilled performers. 4. Share self-evaluation techniques with peers and utilize methods by which peers can help each other.
The learning process is influenced by interpersonal relationships.	Identify factors revealing the need for promoting interpersonal relationship between student and student, teacher and student.
Learning is facilitated by planning.	1. Plan, utilize and evaluate a variety of teaching modes. 2. Plan teaching strategies to be evaluated in terms of the student's unique pattern of development, interests and needs. 3. Create, utilize and evaluate a learning environment.
Variety in educational experiences facilitates the learning process.	1. Identify nonmanipulative methods of facilitating learning. 2. Identify varied modes of communication which require learner involvement.

	3. Identify and utilize methods which help the learner to engage in critical thinking. 4. Demonstrate and evaluate varieties of teaching styles which do and do not involve the child in responsible decision-making. 5. Review a variety of teaching strategies identifying advantages and disadvantages.
The acquisition and refinement of teaching skills and the ability to work with people in varying environments are dependent upon well planned and guided laboratory and field experiences.	1. Compare and contrast field experiences with laboratory experiences in learning situations. 2. Identify and evaluate teaching modes used in field and laboratory experiences. 3. Observe and evaluate different abilities in students. 4. Identify and analyze the activities of children at play. 5. Determine the type of environment selected by most children for non-directed play. 6. Relate the goals of the learning experience with the methods employed. 7. Identify and evaluate activities selected by children which may present continuing participation opportunities. 8. Identify techniques in the field experience which increase the child's capacity for self-evaluation.
The determination of progress towards goals is dependent upon identification of the student's entry, interim and terminal behavior.	1. Identify lesson planning techniques which allow freedom for students to make individual progress. 2. Evaluate teaching strategies which allow for individual growth.
Students can learn self-direction through developing skill in self and peer evaluation.	Identify and demonstrate techniques which permit students to assess themselves in specific teaching and learning situations.
Behavioral modifications are facilitated through the provision of a nonthreatening environment.	1. List and evaluate threatening environments where fear is used to motivate children's learning. 2. Compare situations where children are asked to make behavioral modifica-

	tions with and without being made accountable. 3. Identify the effects of outside observation on students' learning progress. 4. Demonstrate positive and negative reinforcers in a learning situation. 5. Provide a variety of learning opportunities to demonstrate growth of self-image.
Evaluation is an ongoing process related to the learner, the learning process, the subject matter and the interaction between the learner and the teaching.	1. Compile and evaluate input from various sources for specific learning situations. 2. Compare and evaluate various strategies for teaching in a learning situation. 3. Contrast student and teacher evaluations of varying difficulty levels of subject matter in movement tasks. 4. Identify and utilize procedures designed to give objective information about classroom behaviors.

CURRICULUM PLANNING AND ORGANIZATION

The purpose of the physical education curriculum is to provide planned learning opportunities designed to transmit identifiable physical education behavioral objectives that aid the student in becoming an effectively functioning individual in his current cultural environment.

The overall physical education curriculum plan consists of the following elements, all closely interrelated: general and specific behavioral and performance objectives, a detailed description of the learning opportunities explicit provision for the instructional strategies and methodologies to be employed; a continuous plan of assessment for each pupil and for the program based on current concepts of formative and summative evaluation; a plan for the economical assignment and utilization of instruction areas and facilities; the provision of suitable equipment and supplies; and an administrative plan which continually evaluates and oversees the coordination of all these elements into a unified, effective curriculum and instruction plan and program.

Concepts	Competencies
Education, philosophy and physical education objectives are identified on the basis of student needs and societal expectations of our cultural environment.	1. Identify student needs. 2. Appraise societal expectations in a changing environment. 3. Relate the function of physical education objectives as they apply to education generally.

	4. Identify the physical education behavioral objectives which are to be achieved by the student. 5. Utilize techniques to evaluate student and societal needs. 6. Identify how student and societal needs influence curriculum development. 7. Identify growth and development characteristics of students and relate how these affect curriculum.
Curricular experiences are selected on the basis of the education and physical education objectives to be achieved by the student.	1. Interpret the relationship between behavioral objectives to be achieved and the instructional content experiences that students should be provided to achieve these objectives. 2. Identify in proper proportions together with the interrelatedness of each the activity, knowledge and social learning opportunities needed to develop the total individual.
The physical education curriculum consists of all learning opportunities planned and provided for the instruction of each student in order to achieve the objectives of the program.	1. Identify and utilize the principles and procedures for developing a physical education curriculum. 2. Interpret how all phases of learning relate to achieving behavioral objectives. 3. Relate psychomotor, cognitive and affective learning opportunities to objectives. 4. Identify and provide maximum opportunities to learn through multisensory modes.
Selection of specific curricular experiences is based on the results of continuous evaluation of students in terms of objectives.	1. Select instruments for evaluating the needs of students in terms of objectives and utilize these instruments to identify specific needs of students. 2. Utilize the results of evaluation in selecting the kind of learning opportunity and the degree of emphasis each learning opportunity should be allocated. 3. Consider the maturational level of the student in selecting appropriate and effective activity experiences to achieve the identified objectives.

The curriculum is individualized.	1. Individualize the curriculum so that each student can perform and learn continuously at an appropriate rate of progress. 2. Develop cumulative student performance records and utilize these records to identify proper educational opportunities as the student progresses through the physical education curriculum. 3. Utilize student participation in selecting student learning goals. 4. Identify and utilize ways in which teacher and student objectives may be focused in a single effective direction. 5. Provide the student with increasing opportunities to elect activities as he progresses.
Effective implementation of curriculum is dependent on adequate supportive factors such as administrative policies, facilities, equipment and faculty.	1. Develop and utilize administrative policies necessary to implement a program of physical education. 2. Utilize the facilities and areas of the school, the community, and the region most effective for the achievement of the goals of the program. 3. Select activities appropriate to the facilities and environments available. 4. Utilize equipment, supplies, court and field areas effectively in implementing the program. 5. Identify various program organizational procedures such as flexible scheduling, differential staffing and independent study techniques.
The physical education curriculum consists of activities from which appropriate learning opportunities are selected and planned for each student according to needs, interests and maturation level.	1. Identify growth, development and maturational levels as they relate to curriculum planning. 2. Identify appropriate activities for each grade level. 3. Distinguish needs and interests based on sex differences. 4. Identify the needs of atypical students and provide learning opportunities to meet these needs.
Programs are planned locally and adapted to local conditions.	1. Interpret the relationship of the legal structure of education to planning local curricular offerings.

	2. Utilize the people of the community in developing curriculum. 3. Identify and utilize available information on the characteristics of the local cultural environment. 4. Identify, evaluate and utilize local student interests and needs. 5. Identify the democratic procedures for curriculum development and participate in the process.
Curriculum evaluation and revision is a continuous process.	1. Identify the purpose, procedures, methods and instruments to be used in evaluating a total physical education program. 2. Develop a plan for evaluating each element of a functional physical education curriculum. 3. Revise curriculum on the basis of the results of the evaluative process.

ADMINISTRATION

The purpose of administration is to facilitate the teaching-learning process. Ultimate responsibility for all educationl programs rests with the general school administration. Responsibility for physical education is delegated. Hence, physical education programs are dependent upon good administration. All physical educators should maintain interest in general school administration as well as in physical education administration.

Concepts	Competencies
Administration should involve the democratic process.	1. Develop operational policies in conjunction with faculty and students. 2. Evaluate teacher effectiveness. 3. Identify, interpret and utilize effective group dynamics, procedures and efficient techniques involving cooperative effort. 4. Utilize democratic principles in decision making. 5. Identify situations where it is inappropriate to use the full democratic process. 6. Establish and maintain rapport with students, teachers and administrators based on integrity, mutual understanding and respect.

Administration involves interaction between the school and the community.	1. Relate effectively to all socio-economic, racial and ethnic groups. 2. Utilize various community resources. 3. Interpret the relationship between sport and physical education to the community. 4. Interpret the relationship of physical education and general education to the community.
Administration involves a knowledge and understanding of the organizational structure of the institution.	1. Identify various patterns of administrative organization and interpret within one's own institution. 2. Identify the decision-making structures and develop the capability to initiate changes within the setting. 3. Establish and maintain records and reports.
Decision-making responsibilities should be understood by faculties, students and administrations.	1. Identify and delineate the roles of administration, staff and students. 2. Identify principles involved in decision making, policy making and delegating. 3. Identify and interpret the relationship of administration and supervision.
All available resources need to be utilized for the optimum development of all concerned.	1. Establish equitable priorities in terms of staff, budget, time, program safety, legal liability, insurance, etc. 2. Identify and use resources in the most efficient manner. 3. Initiate change based on understanding of research findings.
Organizational ability is an essential component of good administration.	1. Plan for and utilize personnel, facilities, equipment and supplies efficiently. 2. Establish, implement and evaluate appropriate policies and procedures. 3. Relate the total physical education program to the organizational structure of the total educational pattern. 4. Identify and interpret the various business negotiations associated with an effective program.
Effective human relations are essential to good administration.	1. Provide an environment conducive to creative activity and efficient learning.

	2. Relate to students and faculty interests. 3. Motivate staff to promote high standards and to encourage scholarly endeavors. 4. Guide group toward stated goals. 5. Utilize and help all personnel realize maximum potential. 6. Identify rights and privileges of students and faculty. 7. Eliminate discriminatory practices. 8. Identify and utilize standads of professional ethics which encourage reciprocal respect between administration, staff and students.
The task of administration is to interpret the program.	1. Establish public relations and interpret program and program concepts to faculty, students and community. 2. Support professional organizations, their role and function.
Administration facilitates learning by supplying the physical, psychological and social environment needed to promote optimal learning.	1. Identify procedures for staff selection, promotion, in-service training, etc. 2. Identify various systems of scheduling (modular, flexible, etc.). 3. Establish and implement service procedures which support the learning program. 4. Improvise where necessary. 5. Evaluate procedures and program.

INTRAMURALS

Intramural activities are part of the total educational curriculum. Intramural programs are characterized by the fact that:

1. They are school sponsored.
2. They are conducted within a variety of settings.
3. They are voluntary in nature.
4. Participants receive little or no instruction in the skills of the activities offered outside of the physical education classroom.
5. They provide opportunity for all students to participate.
6. They provide competition for appropriate skill and growth levels.
7. The activities are offered to the students either as structured or unstructured entities.

Concepts	Competencies
Participation in intramural activity is determined by individual and collective goals and needs.	1. Differentiate the role of sport and recreation in education and society. 2. Identify the role of recreational and competitive activity at different levels in personal development. 3. Identify and interpret the role of lifetime sports in leisure patterns of individuals in our society. 4. Relate the educational role of intramural programs in the development of skills.
Intramural activities are organized and structured in different ways in different locales.	1. Identify institutional organization patterns. 2. Identify local, district, state and national organizations involved in the conduct of intramural activities. 3. Initiate change when appropriate.
The administrative structure of intramural activities serves to facilitate the programs.	1. Identify the teacher's role and the philosophy of the total program. 2. Design programs to meet the total needs and interests of the school community. 3. Identify and propose solutions to problems related to administration of the program. 4. Identify and take action to resolve behavioral problems. 5. Identify and utilize procedures to govern the conduct of spectators at intramural games and contests. 6. Organize and supervise local organizations in the conduct of intramural programs.
Intramural programs involve an ongoing evaluation relative to objectives, outcomes, and student interests and needs.	1. Evaluate the total program. 2. Evaluate immediate and long term effects of participation on the social development of individuals. 3. Relate and interpret the choices of activity participation of individuals and groups with those activities prescribed.

Coaching

Note: Concepts and competencies applicable for the physical educator who desires both breadth and depth of preparation in athletic coaching are included under "Professional Preparation for Specialized Interests," pages 32-36.

EVALUATION OF PROFESSIONAL PREPARATION PROGRAM

The effectiveness of a department of physical education and its status within a college or university depends in large measure upon the quality of its faculty. Diversity of competencies, opinions, styles and experiences contribute to the quality of education.

Faculty

Competence and Utilization of Faculty

Physical education faculty members engaged in programs of teacher education should have the education and experience to provide quality instruction, pursue research and render public and professional service.

The physical education faculty should:

1. Be selected according to their ability to provide depth and breadth of experience in area(s) of assignment based on the needs of students and the program.
2. Exhibit excellence in the competencies identified for effective teaching at the collegiate level.
3. Exhibit scholarly performance as reflected by publications, research and/or recognition by professional peers in the field of specialization.
4. Be active in professional organizations and keep informed concerning current practices, problems and trends in the profession.
5. Communicate effectively with colleagues, students and the various publics both inside and outside the college community.

Conditions for Faculty Service

The quality of a professional preparation program is dependent upon the total atmosphere in which the programs are implemented as well as the quality of instruction.

1. Departments within each institution should be structured so that the purposes of the institution and the nature of the profession are best met. Whether departments are separate (men and women) or combined, the overriding concern should be to provide the best instruction for every phase of the program regardless of who provides that instruction.
2. Size of the faculty should depend upon the extent of the program and be adequate in number so as not to exceed desired work load guidelines set by the policy of the institution.
3. Faculty work loads should be based on responsibilities and include assignments which allow application of strengths in education and ability.
4. Institutions should provide sufficient office, instructional, research and other space necessary for faculty members to carry out their assigned responsibilities.
5. Adequate resources and instructional media should be provided.
6. Physical education faculty members should have the same opportunities for advancement in rank and salary as are given to members of other departments within the institution.
7. Leaves, health benefits, and retirement programs should be available to all faculty members.

8. Equal opportunity employment and salary practices commensurate with qualifications and responsibilities should prevail.

Part-Time Faculty

The need of the institution for a special competence not represented on the regular faculty and/or the need for additional service in areas of competence already represented on the faculty may require employment of faculty on a part-time basis.

1. The quality of part-time faculty instruction should be comparable to that of the full-time faculty.
2. Part-time faculty service should be oriented toward the educational objectives of the institution and department.
3. The use of specially trained and/or professional performers may afford learning experiences of superior quality; however, these should be considered as interim appointments.
4. Excessive use of part-time faculty should be avoided.

Faculty Involvement with Schools

The commitment of the physical education faculty is to the needs of the educational process as a whole as well as to institutional programs.

Teacher exchange among institutions at all levels of instruction and cooperative projects with public schools are desirable.

Students

Selection

Students should bring certain competencies with them to the college situation. These include academic capabilities as well as physical, psychological and social attributes determined by the program demands and objectives of the institution. For students who enter the teaching field in physical education, skill in movement, ability to relate to people, experience working with children and youth, leadership experience and a service orientation are important prerequisites.

In addition, appreciation for and experience in play, games, dance and sport are valuable assets. Students who have developed a concept of human movement and body awareness as well as a realistic understanding of their movement capabilities, potentials and limitations will be better prepared at the time of entry and should profit more from their professional pursuits.

Two year colleges may be responsible for an increasing number of students planning to complete their education in a four year institution. Therefore, it is essential that there be consultation between the respective faculties resulting in identification of major students and articulation of programs.

Recruitment

Students who enter a specific program at a given college do so for various reasons, a few of which are geographical location, availability of financial aid and attractiveness of the college offerings.

It is an obligation of each department within the college or university to have available literature which explains the admission policies and standards, objectives and content of the program. Students should be aided in the selection of a college based on their expectations, objectives and competencies.

One of the more salient points which aids students in selection is the college's reputation for a specific area of study. Faculty and alumni involvement in recruiting is a valuable source of attracting qualified students.

Retention

The retention of students in a program should be based on evidence of satisfactory progress toward the competencies as defined. This presupposes that all students are evaluated upon entry. Periodic evaluations should be made including such things as:

1. academic record
2. faculty evaluations
3. student self-assessments
4. involvement in activities beyond ongoing program
5. progress toward specific competencies as defined in the program.

Each student will need the ongoing assistance of a faculty advisor in clarifying professional goals and program planning.

Placement

The institution should assist with the "best fit" concept between student and school or community. Students should be aware of the opportunities that exist and placement opportunities should be clearly defined. The institution should aid the graduating student in securing a position by:

1. maintaining a Placement Bureau
2. writing appropriate recommendations
3. providing referral service on available positions.

Evaluation, Program Planning and Review

The curricula including competencies and experiences are planned to achieve educational goals. The planning that determines this is based on the current evaluation of student needs, societal needs and physical education as a profession. One plans on the basis of evaluation and one evaluates on the basis of planning. It is important to keep in mind the symbiotic relationship that exists between the two.

The extent to which there is optimal planning and evaluation is governed to a degree by the personnel and resources found at a given institution.

Several common fallacies exist regarding evaluation:

1. There is a tendency to limit evaluation to those things which can be measured in units that can be counted. Instruments and techniques need to be devised that allow value judgements to be made of student and teacher attainment of goals.

2. Frequently evaluation is viewed as an intermittent, terminal process rather than a continuous one with the emphasis on knowledge acquired. The timing of the process, the quality of the instruments used and the expertise employed are requisites of quality evaluation.

3. Too frequently evaluation is done by one person as opposed to a consortium of evaluators functioning in a cooperative, ongoing relationship throughout the professional experience. Individuals and selected agencies need to work both separately and together to gather evidence of adequacy on performance. This includes self-assessment, peer assessment, teacher assessment and assessment by other qualified personnel.

Teacher preparation programs should be performance or competency based with a field-centered approach. The key concerns include:

1. Identification of skills, knowledges and attitudes to be demonstrated by the students.
2. Identification of experiences designed to accomplish these competencies.
3. Determination of criteria to be accepted as proof of achievement.
4. Constant assessment of the student's rate of progress based on performance rather than time or course completion.
5. Attention focused on "exit behavior."

Appraisal and fact finding are basic to the evaluation process and often result in recommendations for change. Total evaluation is not achieved until valid changes are made and, in turn, evaluated in terms of desired results.

PART II
PROFESSIONAL PREPARATION FOR SPECIALIZED INTERESTS

COACHING

Sports influence the life, development, philosophy, personality and character of participants. One of the most important factors influencing participants and assisting them to achieve desired educational goals is the coach. His leadership is essential to the development of properly regulated sports programs.

Sports at every level should be conducted by professionally prepared personnel of integrity who are dedicated to the optimal mental, physical and social development of those entrusted to their supervision.

In addition to a thorough knowledge of sports, a coach must be a certified teacher who has expertise in guiding students in the pursuit of excellence in competitive sport. An understanding of the place and purposes of sports in education and of the growth and development of children and youth is of primary importance.

Students seeking undergraduate preparation for coaching should include in their curriculum appropriate course work and laboratory experiences to satisfy the competencies essential to a leadership role.

The standards suggested herein are minimal; they are intended to be used only for coaching certification, not for teacher certification in physical education. They are designed for a physical education person who wants breadth and depth of preparation in athletic coaching. In addition, these standards provide for an acceptable level of professional preparation for prospective coaches with academic preparation in fields other than physical education.

Medical-Legal Aspects of Coaching

Concepts	Competencies
The health, physical welfare and safety of the participant is a primary concern of the educational athletic program.	1. Condition athletes properly for each sport. 2. Use approved, safe playing conditions and protective equipment. 3. Provide in-service education for student assistants. 4. Demonstrate skill in the prevention and care of injuries generally associated with athletics. 5. Identify and relate basic medical and safety information pertaining to athletic coaching. 6. Plan and coordinate procedures for emergency care. 7. Render emergency care and identify more obvious deviations from normalcy.

8. Use an adequate system of accident reporting.
9. Relate the functions of the coach and trainer to the physician.
10. Provide rehabilitation following injury under the supervision of a physician.
11. Identify adequate athletic insurance coverage.
12. Identify and interpret state and federal legislation regarding accidents and injuries affecting athletes and coaches.

Examples of Experiences

1. Attend in-service seminars and clinics stressing basic medical, emergency care, and training problems.
2. Participate in structured experience under the supervision of a certified trainer.
3. Assist in required and/or elective courses encompassing athletic training, emergency care and conditioning.
4. Accept responsibilities with organized athletic groups in the school or community.

Sociological and Psychological Aspects of Coaching

Concepts	Competencies
Sport is a social phenomenon.	1. Identify and interpret the historical and emerging roles of men and women as psychosocial beings in the realm of sport. 2. Relate and interpret the program to coworkers, athletes, parents and the public.
Sport provides a medium for the tangible and intangible influencing of oneself and others.	1. Identify and interpret the values developed from participation. 2. Identify basic psychological, sociological and physiological principles of coaching. 3. Identify factors and conditions affecting motor learning, particularly of the highly skilled. 4. Apply a humanistic approach to personalized coaching philosophy. 5. Motivate athletes toward immediate and long-range goals.

An athletic program is conducted in accordance with the educational purposes of the institution, within the spirit of the rules and regulations of the institution, and recognized state and national athletic associations.	1. Integrate athletics with the total educational program. 2. Apply ethical procedures. 3. Identify and participate in professional and related organized activities.
Balanced programs include athletic as well as intramural and instruction aspects.	Identify growth and development factors of children and conduct experiences appropriate for specific age groups.
The coach provides positive leadership for appropriate player behavior in the athletic program.	1. Identify desirable leadership traits and how to structure experiences to develop them. 2. Identify and utilize procedures to maintain emotional stability under stress. 3. Recognize and initiate procedures to resolve behavioral and emotional problems.

Examples of Experiences

1. Serve as a student coach, student manager or student trainer.
2. Study the psychological and sociological basis for learning.
3. Participate in student teaching with coaching assignments.
4. Observe and work with students involved in athletics.
5. Study learning problems and factors that facilitate motivation.
6. Accept officiating assignments.
7. Attend and participate in sport sociology and sport psychology conferences, course offerings and organization meetings.
8. Observe contests, noting attitude and behavior of players, spectators and coaches.

Theory and Techniques of Coaching

Concepts	Competencies
Educational athletic programs are planned and conducted in accordance with sound educational practices by qualified individuals.	1. Identify and use principles involved in the fundamental skills of teaching and coaching. 2. Identify and utilize the specific skills, techniques, and rules of the sport coached. 3. Identify and plan specific game strategies and tactics. 4. Identify and employ methods and procedures for developing, training and conditioning athletes.

5. Identify and utilize audiovisual materials and equipment.
6. Evaluate and select personnel involved in the athletic program.
7. Demonstrate organizational and administrative efficiency implementing sports programs.
8. Identify and interpret the essentials governing contest management.
9. Identify principles and techniques of officiating the sport being coached.
10. Evaulate athletic performance and programs.
11. Conform to rules and regulations of appropriate governing bodies.

Examples of Experiences

1. Attend periodic meetings with the coach to study organizational plans.
2. Attend staff planning meetings.
3. Observe practice sessions.
4. Act as student coach or student manager.
5. Attend coaching clinics, workshops and conferences.
6. ,Observe and plan conditioning drills (in season and out of season).
7. Experience assignments in scouting of opponents.
8. Read professional journals and current literature.
9. Videotape contests and analyze them.

Kinesiological Foundations of Coaching

Concepts	Competencies
Applied knowledge of human structure and movement will maximize performance and minimize injury.	1. Identify and use mechanics of movement within body limitations. 2. Analyze performance based upon anatomical and mechanical principles. 3. Relate motor performance to individual body structure. 4. Relate human anatomy, physics and movement to participant safety. 5. Utilize research findings in the mechanical analysis of the sport.

Examples of Experiences

1. Take courses in subjects such as human anatomy, anatomical basis of movement, mechanical analysis of movement and kinesiology.
2. Participate in laboratory experiences, research and experimentation.
3. Conduct and participate in body conditioning programs.
4. Make use of audiovisual equipment in performance analysis.
5. Participate in independent study and/or research projects related to the mechanics of movement.

Physiological Foundations of Coaching

Concepts	Competencies
Physiological principles provide a scientific basis for improved motor performance.	1. Identify functional systems and physiological factors for analyzing sports performances. 2. Identify the effects of environmental conditions and exercise upon the circulatory and respiratory system. 3. Identify and interpret the effects of nutrition upon health and performance. 4. Identify physiological responses to training and conditioning. 5. Identify and interpret use and effect of drugs on the body. 6. Apply physiological research findings to specific sports.

Examples of Experiences

1. Participate in research laboratory activities.
2. Participate in drug clinics.
3. Participate in and conduct training programs.
4. Conduct and participate in nutrition studies.
5. Conduct physiological studies on athletes.
6. Participate as a squad member, student manager or student trainer in keeping daily weight charts, performance conditioning measurements and other appropriate physiological data.
7. Attent courses in subjects such as physiology, physiology of exercises and nutrition.

ATHLETIC TRAINER SPECIALIZATION

Sports, by their nature, invite injuries. Statistics indicate that the annual number of injuries resulting from athletic competition have been increasing. Organizations and institutions sponsoring sports competition are morally obligated to: (1) prevent injury whenever possible, (2) minimize the severity of the injury and (3) treat each injury promptly and properly.

Athletic trainers are instructors who are medical technicians working directly under the supervision of a (team) physician in cooperation with the coaching staff and administration of their schools.

Few secondary and elementary schools sponsoring sports programs have a professionally trained person on their staff to fill the position of athletic trainer.

The Task Force responsible for considering the professional preparation of athletic trainers believes that AAHPER should support the national certification program of the National Athletic Trainers Association (NATA) and issue a call to

all state boards of education to recognize athletic training as a specialization requiring state licensing, certification or certification and endorsement.

The Task Force believes the concepts and competencies needed by athletic trainers are as follows:

Concepts	Competencies
Athletic training is the prevention and management of athletic injuries.	1. Acts as a consultant to coaches and athletes in matters concerning physical examinations, diet and conditioning. 2. Provides conditioning and on-the-field first aid. 3. Implements the doctor's prescription for treatment and rehabilitation during convalescence. 4. Applies the total prescription for training and conditioning for the student athlete with the administrator and coach. 5. Prepares the athlete mentally and physically for his successful return to partial or full-time sports participation. 6. Assumes responsibility for the supervision of the safety factors of all athletic facilities and equipment and works in cooperation with the medical profession, coaching staff and administration. 7. Meets the requirements for certification for athletic training as stipulated by NATA.

The Certified Athletic Trainer

A. The certified athletic trainer must meet the high standards set by NATA. These standards include passing the *National Certification Examination* and one of the following:
   1. Students who have graduated from an approved undergraduate or graduate program, who have met the following criteria:
      a. Completion of the NATA-approved athletic training curriculum requirements and proof of a Bachelor's degree from an accredited college.
      b. Spending a minimum of two years under the direct supervision of NATA-approved supervisors.
      c. Passing an examination which includes basic principles of athletic training.
      d. Proof of two years of continuous active membership in NATA immediately prior to application for certification.

2. Physical Therapy Degree Graduate — Physical therapy graduates may be awarded certification provided they meet the following requirements:

   a. A minimum of two years experience in athletic training, beyond that as a student athletic trainer on a secondary school level, under direct NATA-approved supervision.

   b. Proof of a Bachelor's degree from an accredited college.

   c. Passing a required examination which includes basic principles of athletic training.

   d. Proof of two years of continuous active membership in NATA immediately prior to application for certification.

3. Apprenticeship — Students of athletic training may qualify for certification by:

   a. On-the-job training (minimum 1,800 hours) under direct supervision of a certified NATA member.

   b. Passing an examination which includes basic principles of athletic training.

   c. Proof of a Bachelor's degree from an accredited college.

   d. Presentation of a letter of recommendation from the student's acting team physician.

   f. Proof of two years of continuous active membership in NATA immediately prior to application for certification.

B. Physical Education

The physical education department, by accepting the minimal requirements as suggested by NATA in the physical education curriculum, will help relieve an established need for competent athletic training on the high school level. The department should be able to assure prospective employers that graduates will have adequate background in the prevention and management of athletic injuries and qualifications for a teaching license. The department should cooperate with the college placement agency in matters of employment.

In the promotion of a more comprehensive program, the athletic trainer will act as advisor, instructor and first-aider.

C. Physical Therapy

NATA should encourage the athletic trainer to continue his education by completing at least a certificate course in physical therapy at an accredited school. The qualified combination of teacher/athletic trainer/physical therapist could assume physical therapy duties for schools and communities in times of emergency. This service could particularly benefit county medical societies in smaller communities.

Activities of the profession are reflected in terms of areas of service, coordination of the total prescription and the educational program. The success of a profession is not measured by financial standards but by accomplishments in serving people's needs.

Medically-Related Curriculum

As a medically-related curriculum it is imperative to require a specific "by the course" curriculum for athletic trainers.

In the NATA-approved program of education, the athletic trainer should be encouraged to act as liaison with the departments of physical education and student health. The program highly recommends a major study in physical education and health and/or another secondary education field with the necessary courses required by the states for a teaching license. Also entered in the degree program are prerequisites for entry to schools of physical therapy as suggested by the American Physical Therapy Association.

Recommendations by NATA of Basic Minimal Requirements

I. A Major Study (including teaching license in physical education, health and/or a secondary education field, variable by states)
   A. Total of 24 semester hours in biological and social sciences
      1. Biology — zoology (anatomy and physiology) — 8 hours
      2. Social sciences (at least 6 hours in psychology) — 10 hours
      3. Electives strongly advised, minimum of — 6 hours
         a. Additional biological and social sciences
         b. Physical education (group activities, dancing, etc.)
         c. Hygiene
         d. Speech
         e. Physics
         f. Chemistry.

II. Specific, Required Courses (If not included in I, these must be added)
   A. Anatomy — one or more courses which include human anatomy

   B. Physiology — circulation, respiration, digestion, excretion, nerve, brain and sense organs
      Note: One course will not meet the two requirements listed above.

   C. Physiology of Exercise

   D. Applied Anatomy and Kinesiology — the muscles, with emphasis on their function and development in specific activities

   E. Psychology — one advanced course beyond the basic general psychology course (e.g., Sports Psychology)

   F. First Aid and Safety — minimum of advanced Red Cross First Aid Certification

   G. Nutrition and Foods
      1. Basic principles of nutrition
      2. Basic diet and special diet

H. Remedial Exercise, Therapeutic Exercise, Adapted Exercises or Corrective Exercise — exercise for atypical persons and/or for temporarily and permanently handicapped persons

I. Personal, Community and School Health

J. Techniques of Athletic Training — basic course (acceptable course for all coaches)

K. Advanced Techniques of Athletic Training
   1. Special course(s) for athletic training candidates with full academic background
   2. Laboratory practices (6 semester hours credit or two years equivalent work of 600 clock hours)

III. Recommended Courses

A. Laboratory Physical Science — six semester hours in physics and/or chemistry (should be required of students planning to study physical therapy)

B. Pharmacology — specific side effects of drugs

C. Histology — tissues and methods of studying them

D. Pathology — laboratory study of tissues in pathological condition

E. Organization and Administration of Health and Physical Education Programs

F. Psychology of Coaching

G. Coaching Techniques
   1. Highly recommended — football, basketball and track
   2. Also recommended — soccer, wrestling and preferred sports by geographic areas

THERAPEUTICS

Professional preparation of the specialist teacher for the impaired, disabled and handicapped should occur primarily at the graduate, post-baccalaureate or fifth year level of studies and experience. However, this does not preclude the possibility of selected experiences leading toward specialization at the undergraduate level.

Field experience is considered to be the single most important experience in the preparation of the specialist teacher. Although they should and do occur at the undergraduate level, the benefits of the field experience to the student or teacher may be greater if it occurs during the fifth or sixth year of studies and experiences.

However, there are some important skills and competencies which may be developed at the undergraduate level to help prepare the "generalist" teacher for

work with the impaired, disabled and handicapped. They include:

1. Foundation knowledge of human structure and function, mechanics of movement and human growth and development
2. Skills and competencies related to the assessment and analysis of motor function and movement patterns
3. Ability to use different teaching methods in various settings and situations
4. Experiences requiring the student to think on his feet and be flexible in approaches and techniques of leading and teaching
5. A vocabulary of movement experiences in sports, rhythmic, aquatic and self-testing activities
6. A general orientation to disease and disability and to generalized characteristics of limited or atypical populations. (This could occur in a survey class or during observation or independent study at the undergraduate level.)

Unique to the post-baccalaureate or graduate level of preparation would be:

1. In-depth study of the problems and characteristics of special populations
2. Selection and modification of movement tasks appropriate for selected populations
3. Practice and study in specialized analysis and evaluation techniques
4. Extensive contact/field experience in a specialized program.

For specific information on skills, competencies and knowledges recommended for teachers of the impaired, disabled and handicapped, consult *Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped*, published in 1973 by AAHPER in cooperation with HEW's Bureau of Education for the Handicapped.

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AQUATICS COUNCIL TASK FORCE REPORT

INTRODUCTION

The broad spectrum of aquatics comprises values which are concerned with survival, health, therapy, aesthetics, creativity, recreation, competition in speed and skill, all of which encompass the scope of a lifetime in, on and under water. In view of the complexity and comprehensiveness of aquatics, the education of physical educators and aquatic specialists must be based on standards developed by professional educators in aquatics.

Two national conferences to evaluate and standardize professional preparation of aquatic educators have been sponsored by AAHPER. The first one was held in Washington, D.C. in 1970 and the second in Long Beach, California in 1971. Attendance at each conference (283 at Washington, and 162 at Long Beach) was large enough to ensure that all interested segments of aquatic groups (school, colleges, agencies and CNCA) were represented. Each conference included participants from 31 or more states, plus Canada. The purpose of the conferences was to formulate professional standards for various levels and categories of aquatic experiences. The Long Beach Conference revised and expanded the results of the the Washington Conference and considered approaches to certification of aquatic personnel. The professional standards are noted below. Course outlines for these aquatic specializations are available from AAHPER.

Professional Standards for Aquatic Education

Standards for the Physical Educator

All physical education majors should be exposed to aquatics, whether or not they plan to teach such activities. This exposure should provide an opportunity to acquire (1) basic skills, (2) theoretical knowledge, (3) methodology and (4) understanding of equipment and facility management. Students with only this basic exposure are not qualified to assume responsible positions in aquatics.

Basic aquatic skill development should include breath control, buoyancy, sculling and treading, changing position and direction, adequate performance of at least four basic strokes, surface dives underwater swimming, entries and basic safety skills.

Theoretical aquatic knowledge should include recognition of quality performance, principles of movement, aquatic terminology, psychological and health factors, safety and emergency procedures, equipment and facility use, resource materials and scope of the field, including career and employment opportunities.

Methodology acquired for teaching aquatic activities should reflect sound professional preparation.

Basic aquatic equipment and facility management should be emphasized in terms of safety and sanitation.

Standards for the Aquatic Instructor

An aquatic instructor is a person skilled and knowledgeable about a particular aquatic area, and has met the qualifications described below. All instructors, regardless of their area, must possess the following skills and knowledge:

1. A fairly high level of swimming ability
2. Understanding of aquatic safety needs
3. Understanding of basic principles of motor learning
4. Understanding of effective teaching approaches and teacher behavior

For each type of instructor enumerated below, expected competencies in basic skills, knowledges and understandings, and methodology are presented. In addition, standards in program and equipment and facilities management are indicated where appropriate.

Swimming Instructor

The instructor of swimming should acquire certain advanced swimming and water safety skills including the ability to orient oneself to water; perform water safety and survival techniques; and execute basic strokes, entries, surface dives, basic springboard dives and turns with endurance and fitness commensurate to need. He should have a WSI certificate or the equivalent.

Theoretical background for the instructor should include principles of growth and development; scientific principles of anatomy, physiology, and kinesiology; theories of motor learning; analysis of strokes and skills; and methods and techniques of teaching swimming.

The swimming instructor should be knowledgeable about various teaching methods suitable for aquatics; progressions for various skills; use of instructional aids such as flotation devices, films and videotape; suitable drills and formations; and valid and reliable evaluation procedures.

Springboard Diving Instructor

The instructor of springboard diving should be able to demonstrate on the one-meter board the standard approach, at least one dive in each of the five diving groups, the three diving positions and the forward and backward somersaults.

The instructor is expected to know about safety and accident prevention, physical laws applicable to the use of the springboard and body in motion, specifics of diving coaching and training, and officiating and judging.

The springboard diving instructor should be knowledgeable about appropriate methodology for instruction classes, including group instruction and land drills; analysis of performance; communication (oral and visual) with the diver; and

physical and mental readiness to perform new skills. For competitive diving, the above points are suitable but knowledge must also include exercise and conditioning programs; exploitation of individual technique and style; advanced skills such as balance, timing, entries, lifesaving; development of a complete list of dives; and use of such aids as belts, trampoline, port-a-pit and dry land boards.

Instructor of the Handicapped

Individual skills requisite to instructing the handicapped in aquatic activities should reflect the ability to demonstrate, cooperate and communicate with participants, assess needs and prescribe necessary program modifications, establish a climate of empathy rather than sympathy, conduct pre-service and in-service training programs, administer standard first aid, operate wheelchairs, and have knowledge about the use of prosthetic devices.

The instructor should possess scientific knowledge related to all aspects of human function, background knowledge requisite to understanding health, physical education, recreation and special education needs of the handicapped; theoretical knowledge in three areas of aquatics with appreciation of the seven additional ones; and practical experience in as many special aquatic programs as possible.

The instructor must be knowledgeable about the methodology of instruction such as individualized and team teaching and innovative and standard methods. Other abilities concern the techniques of involving and informing community organizations and agencies and constructing and adapting facilities for effective use by handicapped persons.

Instructors of Skin and SCUBA Diving

All skin diving instructors (mask, fin and snorkel) should possess a basic competency in swimming, skin diving and open water diving with wet suit, weight belt, safety vest and float.

Instructors of skin diving should also be knowledgeable about requirements for safe diving, skin diving hazards, physical aspects of air and water, medical aspects of respiration and circulation, use and care of skin diving equipment, and marine and aquatic life.

All SCUBA instructors should possess the skills of a skin diving instructor plus basic and advanced SCUBA diving techniques, first aid training, lifesaving training, and SCUBA equipment use, and maintenance.

Prerequisite to becoming a SCUBA diving instructor, the candidate must be certified as a basic SCUBA diver (30 hrs. of instruction), be 21 years of age, have 24 hours of open water experience, obtain a clean bill of physical and mental health from a doctor and pass a stringent accredited SCUBA instructor certification course.

Knowledges and understandings requisite to becoming a certified SCUBA instructor should include equipment use and care; skin and SCUBA diving techniques; marine physics; diving medicine (physiology); first aid and lifesaving techniques; marine and aquatic life; basic oceanography; decompression and repetitive diving; communications; and dive planning and supervision. Further, the diving instructor should know teaching theory, methods and techniques; training aids; basic course operation and procedures; measurement and evaluation techniques; legal aspects; small boat handling and safety; and recreational and commercial diving opportunities.

Skin and SCUBA instructors must be able to teach effectively all the theoretical and practical aspects described above through the use of lesson plans, progressions and evaluation techniques. In addition, they must understand the role of both schools and agencies in program development.

Instructor of Small Craft and Open Water Activity

Instructors of small craft and open water activities should be competent in the use and handling of small craft under local conditions, first aid and safety practices, rescue techniques, maintenance of small craft, and marlinspike seamanship.

Small craft instructors should possess knowledge about basic principles related to boating, canoeing, and sailing; federal and state laws effecting operation and safety; rules and regulations related to safe boating, etiquette, and rescue; selection and maintenance of craft; basic navigation; design, operation, and maintenance of waterfront facilities; weather and environmental conditions; resource agencies; competitive events; coaching theory and officiating techniques; safety supervision; and insurance.

The instructor should relate both theory and practice and use the same methodology required of physical educators, but as it relates to the uniqueness of the small craft area (class organization on the water).

Instructor of Competitive Swimming

The instructor of competitive swimming should have the necessary performance and teaching skills requisite to successful coaching. This should include the American Red Cross [illegible] certificate and advanced first aid training or equivalents.

Theoretical knowledge should include laws of physical and behavioral sciences and their application to competitive swimming. This should include basic hydrodynamics and physics; mechanics, analysis, and error correction for competitive strokes, starts and turns; application of physiological principles to training and conditioning programs; human growth and development characteristics; and psychology, philosophy and principles of coaching. Further, the competitive swimming instructor should possess knowledge pertaining to methods of conducting meets and workshops; eligibility standards, standing rules and competitive rules of the various sanctioning organizations; facility design and arrangement relative to competitive swimming; methods of budgeting and scheduling; officiating; and sources of historical and reference materials.

Instructors should have an opportunity to gain knowledge of the most efficient individual and group routines for dry land and water workouts, observe experienced coaches, use videotape and film analysis techniques and supervised field experiences and apprenticeships.

Instructor of Synchronized Swimming

The synchronized swimming instructor should be able to demonstrate skills such as basic strokes, breath control, egg beater kick, sculling, basic body positions, component parts of stunts, and developmental skill sequences from beginning through advanced levels. The instructors must be skilled in the operation of sound equipment (air and underwater).

Requisite to becoming a synchronized swimming instructor, one should possess knowledge relative to synchronized performance skills, history, laws of physics

applied to body movement in an aquatic medium, officiating and judging, development of routines, techniques for conditioning and training, rules and governing bodies, coaching techniques, competitive meet planning and administration, hazards of electrical equipment, and resource references and materials.

Instructors should have knowledge of such teaching methodology as workout organization (including dry land); progressions for beginning, intermediate and advanced routines; techniques of routine construction; and the use of audiovisual aids. They must also be aware of college and agency programs.

Water Polo Instructor

The performance skills required of the water polo instructor should include ability to demonstrate and teach basic swimming skills, individual offensive and defensive skills, and goaltending.

Knowledge required should include history, national rules established by NCAA, AAU and FINA; techniques of conditioning and training; organizing a workout; offensive and defensive strategies; officiating; psychological aspects of coaching; and planning and administering a competitive water polo season.

Water polo instructors must be proficient in planning and directing skill practices and applying these skills to competitive situations. They must be aware of the programs in schools and agencies and know about selecting and maintaining facilities and equipment. Furthermore, to enhance professional growth, instructors should be well versed in officiating, keep current with the literature of the sport, and maintain membership in appropriate coaching organizations.

Instructor of Lifeguarding

The instructor of lifeguarding should be 18 years or older; be a strong swimmer with proficiency in swimming and lifesaving skills; possess current Water Safety Instructor, Senior Lifesaving, and Advanced First Aid certificates or equivalents; hold a skin diving certificate or have equivalent skills; and demonstrate skills in small craft rescue techniques. It is further recommended that the instructor hold current Basic Lifeguarding, First Aid Instructor, Basic SCUBA, and Boating Safety certificates.

The instructor should possess skill in standard lifesaving and lifeguarding, first aid and rescue techniques, use of communication equipment, search and recovery techniques, and adaptation of techniques to specific situations.

The lifeguard instructor should be conversant with health and safety regulations, basic physiology and laws of physics related to skills, weather and water conditions, pool maintenance and facility operation. The instructor must possess the ability to screen candidates, use audiovisual aids, organize and conduct in-service training programs, and purchase and maintain equipment. Regarding programs, lifeguarding needs in instructional, recreational and competitive situations should be known.

Instructor of Aquatic Facilities Management

Skills required of instructors of aquatic facility management should be ability to operate necessary equipment; perform basic plumbing, electrical and mechanic duties; and display imagination and analytical skills involved in examining architects' plans and developing new facilities.

Required knowledge includes general concepts in swimming pool circulation and filtration; water chemistry and tests for control; sanitation of decks, floors and

bathhouse areas; operational and maintenance principles of all standard and specialized pool equipment; seasonal pool care; mathematics required in pool maintenance calculations; and keeping accurate pool records and pool operation data.

Instructors who meet the standards proposed here would be participants in certification or licensing programs and would have experience in operating an aquatic facility.

Standards for the Aquatics Specialist and Aquatics Administrator

An aquatics specialist should possess a basic appreciation of each of the 10 areas enumerated for aquatics instructors and meet the standards established for at least three of the aquatics instructor areas.

An aquatics administrator should possess a WSI certificate or equivalent, be a qualified aquatics specialist and possess skill in five other aquatic areas. Further, he should demonstrate administrative skills in human relations, budgeting, programming, scheduling, computer science, recruiting, public relations, supervision and delegation, and reading and interpreting blueprints.

An aquatics administrator should be knowledgeable about the historical, cultural, philosophical and ethical aspects of aquatics; professional and related organizations; accounting practices; content of the 10 aquatics instructor areas; communication media; and administrative theory and practice.

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